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ABSTRACT

Long-range planning assumptions and goals are presented for Muskegon Community College (MCC) as they were submitted by a committee of area citizens. After introductory material summarizing the committee's mandate and activities, the report discusses the fiscal, demographic, curricular, and administrative changes likely to affect MCC during the next five years. Then planning objectives and recommended activities are outlined for 13 areas of concern: (1) on-going curriculum evaluation; (2) maintenance of quality transfer programs and improvement of articulation with four-year colleges; (3) improved staff development and orientation; (4) increased representation of women and minorities in the faculty and administration; (5) institutional research and development; (6) improved student counseling and development; (7) improved linkages with area high schools; (8) development of an Allied Health Educational Center; (9) extension of specialized seminars; (10) improved communications with the community; (11) lack of space on campus; (12) increased cost-effectiveness; and (13) development of a long-term financial base. The report is appended by a statement of MCC's role and purpose and a summary of a community survey which assessed community awareness of the college, needs for additional courses and services, community satisfaction with MCC, and perceptions of the relative importance of various college funding sources. (JP)

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MUSKEGON COMMUNITY COLLEGE

LONG-RANGE PLAN

JUNE, 1980

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SUMMARY

AREAS OF CONCERN IDENTIFIED

- There is a need for continual re-evaluation of the full range of current course offerings, together with careful planning and development of new programs, to ensure that the College is responding adequately to the needs of the entire community.
- There is a need to maintain the recognized quality of the two-year transfer program and improve articulation with four-year colleges.
- There is a need for improved and expanded staff development and orientation programs for administration, faculty and staff.
- There is a need for greater minority representation in both the faculty and the administration and an improved Affirmative Action Program with an emphasis on non-discrimination and equity in all personnel actions and instructional programs.
- There is a need to establish a research and development function.
- There is a need for improved counseling, more sophisticated testing and assessment, better delineation of prerequisite competencies for some courses and programs, and expanded special development programs for incoming students.
- There is a need for improved "linkage" between the College and area high schools.
- There is an opportunity for the College to play a significantly more important role in the community in providing additional educational and training programs in the health care field.
- There is an opportunity for the further development of specialized seminars and workshops.
- There is a need to improve communications from and to all constituencies of the College.
- There is a critical shortage of appropriate space on campus to accommodate existing and planned programs.
- There will be an increasing need to operate the College in a more cost-effective manner.
- There is a need for the College to establish a long-term financial base which will assure continuity of programs and services.

INTRODUCTION

The following report is the result of a representative group of interested and concerned citizens volunteering their time over the past fifteen months to prepare a long-range plan for submission to and consideration by the Board of Trustees of Muskegon Community College.

The need for developing a long-range plan was recognized by the Board of Trustees as far back as the 1978-79 academic year. During the fall of 1979, the North Central Association of Colleges and Schools included a recommendation for a long range plan in their accreditation report; and in January of 1980, the Board of Trustees appointed a preliminary committee to set the goals and directions for and the composition of the planning committee. The committee was appointed in February.

It was necessary for the committee to familiarize itself with developments taking place locally, in Michigan, and on the national scene, which would determine the principal issues and trends influencing higher education in the years immediately ahead. As a first step, some of the committee attended a seminar at the University of Michigan on planning for community colleges. Subsequently, the committee met with a number of professional planners, all concerned with various aspects of higher education, from Washington, Lansing, and Muskegon.

Against this background, the committee then held a series of meetings with representatives from each department in the College to explore with them their near- and long-term objectives, their strengths and weaknesses, and to learn something of their concerns and problems. These discussions, without exception, were totally candid; and all department representatives were most cooperative.

At the same time these meetings were being held, a series of questionnaires was mailed to some 3,000 persons in our community to solicit opinions about existing programs and activities at the College, and to provide an opportunity for respondents to suggest additional programs, priorities or roles which might be considered desirable. The questionnaires were supplemented by a telephone survey, in which a further 850 randomly selected persons were contacted.

The committee then evaluated and analyzed the information obtained from its meetings and from the community surveys to focus on some 13 problem areas and identify 25 principal, long-term objectives, with proposed action to accomplish these objectives.

The committee hopes this report may be of some assistance to the Board of Trustees in establishing future programs and directions for Muskegon Community College.

Respectfully Submitted,

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ISSUES AND TRENDS
LIKELY TO AFFECT
MUSKEGON COMMUNITY COLLEGE
WITHIN THE NEXT FIVE YEARS

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THE FUTURE ENVIRONMENT

Introduction

From the vantage point of mid 1980, it appears that our society is likely to experience some unusually difficult and unsettling times in the next five years. To the extent that this assessment is correct, we can expect community colleges, and indeed all educational institutions, to share and reflect these broad, societal problems while coincidentally having to cope with a number of very specific, immediate challenges critical to their operations and perhaps their survival. On the other hand, some of the fundamental changes now occurring in our Country may well create new opportunities for those colleges or schools which recognize and understand the implications of change. There is potential for success as well as for failure.

Basic Constraints

The three problems, which today seem likely to affect our society most seriously and most adversely in the period between now and the mid 1980's, are inflation, recession, and energy shortages. There are no obvious near-term solutions in sight; and in combination, they probably will result in significant dislocation in both the economy and government at all levels within the time frame of our plan. Certainly, each will have a direct, negative influence on the operations of community colleges.

Compounding these basic economic strains is a shift in priorities by society and government, which has been underway for some years now, away from education and towards more social services. Thus, educational institutions at all levels can expect to receive a proportionately lesser share of the tax dollar in the 1980's than was the case in the 1950's and 1960's. The era of unquestioning and virtually unlimited support for higher education is past.

Finally, all educational institutions will be affected by the shifting demographics of the 1980's, together with the new perceptions of the changing needs in higher education and the roles of community and four-year colleges.

Against this background of serious economic and social dislocation, there are a number of predictable developments and/or trends which will affect Muskegon Community College in the years immediately ahead.

Student Body

There is every likelihood of significant changes occurring in the composition of the student body. The number of young adults in their late teens and early twenties is declining, which means fewer potential traditional students entering college directly from high school, and there will be more competition for those fewer candidates, from both other community col-

leges and four-year colleges. On the other hand, rising costs may cause many high school graduates to consider a community college, for at least a portion of their higher education, as opposed to four years away at a residential college.

Coincidentally, we likely will see a continuing increase in the number of non-traditional students attending community colleges. In a society experiencing a high level of technological change, there will be demands for programs to update and/or recertify professional and semi-professional employees of all kinds. There will also be an increasing need in the immediate future for more remedial and retraining programs, especially aimed at those in the 22-40 age bracket. This group should be more receptive to such courses as more will be single than in the past and if married, there will be fewer, if any, children. There will be an increasing number of women in their 30's and 40's seeking to qualify themselves for re-entry into the work force. (The Department of Labor estimates that there will be 47 million women in the work force by 1987.) Finally, a growing proportion of the total population will be senior citizens, many of whom would be potential students if they were offered programs of interest to them.

It should be noted at this point that most non-traditional students are part-time students. Most college support services such as admissions, counseling, registration, and even parking, have a per student cost unrelated to the number of courses the student takes. Non-traditional students also bring special needs and problems which must be dealt with by the College. They often find themselves in periods of personal and career re-evaluation. Frequently they have been away from school for so long they require added help in basic skill development and study techniques. Thus, as the composition of the student body shifts from full time to part time, support service expenses increase at a greater rate than funding.

In addition to the trends discussed above, there will be an ongoing effort to attract more minority and culturally deprived students as well as women wishing to enter or return to the work force. Additional efforts will be made to effectively deal with individuals with handicaps. These efforts will have an impact on the programs offered; the makeup of the faculty and administration, the attitudes and values of the total College community, and perhaps even the location of courses offered.

Programs

The anticipated economic problems referred to earlier could have a major impact on the programs offered by community colleges in the 1980's. There is a real question, for instance, as to whether it will be possible to continue funding the amount of developmental/remedial work now being done at the college level, or if it will become necessary to introduce admission requirements for programs being offered in order to screen out unqualified students. At least we are likely to see a growing trend towards separating developmental/remedial programs from regular college curriculum so as to make the teaching of the latter more meaningful and effective.

Courses at community colleges will have to reflect the ongoing technological and communication revolutions. The problem in establishing programs will be to identify which courses to add and which courses to drop. In a time of limited resources, this type of analysis inevitably will lead to the more fundamental question of how to find practical, technically oriented courses while maintaining an excellent liberal arts and science program for students wishing to transfer to four-year colleges.

The proliferation of new techniques will also create opportunities for the community college to provide expertise for the teaching of specialized training programs for specific local industries, which might be either on or off campus.

If the composition of the student body is likely to change as suggested above, the community colleges will have to ensure that their curriculum and instructional techniques meet the needs of these new and different types of students, while at the same time meeting the requirements of traditional students. This will be an increasingly difficult "balancing act" as the student body becomes more diverse.

Operations

Economic constraints will bring pressures on colleges to achieve the most effective use of **all** their resources -- financial, physical and human.

As new courses are added and old courses dropped in response to new technologies and evolving community needs, a continuing assessment of plant requirements and usage will be necessary to ensure that we have the appropriate facilities, equipment, and support services for the programs being offered. This assessment should also consider the possibility of expanding off-campus and address related questions dealing with how far? what programs? and for what purpose?

With respect to human resources, there will have to be an ongoing evaluation of the size and effectiveness of the administrative organization with increasing pressure to scale it down. Coincidentally, there will be pressure for greater professional commitment from the College employees and probably a trend toward the increased use of part-time faculty. Greater flexibility of all employees will be required to meet the requirements of non-traditional students; i.e., evenings, Saturdays, off-campus, etc. Finally, with restricted growth in the entire educational field, all colleges will be faced with the problem of less turnover in administration, staff and faculty and a corresponding need to keep all employees up to date and enthusiastic in carrying out their responsibilities.

Funding

The prospect of education receiving proportionately less State and federal funding in the years immediately ahead will have two direct results: (1) higher tuition, and (2) the need for greater local support in the form of additional millage. While resistance can be anticipated to millage votes, the chance of success will improve if the College can show that it has adjusted to meet the needs of the traditional and non-traditional student and if the total College community can improve its communication with its various constituencies.

Summary

Community colleges will be faced with a host of major problems and challenges in the next five years. However, the changes occurring in our society may create opportunities for new avenues of growth and service to the community if the colleges are sensitive to their environment and imaginative in their responses.

AREAS OF CONCERN

OBJECTIVES and PROPOSED ACTION

Area of Concern

There is a need for continual re-evaluation of the full range of current course offerings, together with careful planning and development of new programs, to ensure that the College is responding adequately to the needs of the entire community.

Objectives

- There should be an ongoing program to assess, strengthen or eliminate all courses/programs offered by the College.
- The College should establish priorities with respect to courses offered, identifying and evaluating those most and least marketable, so as to be able to scale the size of its programs to its resources.
- The College should encourage the further development of practical, on-location field instruction.

Proposed Action

- (a) A regular review of course/program offerings should be made, taking into account size of enrollments, objectives of students, relationship to other courses or programs, and revenues generated compared to costs, employability of students, satisfaction of employers, etc.
- (b) On a periodic basis, the College should undertake an analysis of the requirements for specific skills and the opportunities in particular careers, on a community, State, and national basis working closely in this endeavor with local business, industry and labor.
- (c) Particular emphasis should be given to programs that respond to current needs of the community, either for upgrading existing skilled personnel or by producing trained employees not now readily available. In this regard, there is a perceived need for programs to train:
 - Chemical Technicians
 - Electrical Technicians
 - Air Conditioning/Refrigeration Technicians
 - Architectural Draftsmen
 - Tool Designers
 - Diesel Mechanics
 - Mechanical Maintenance Technicians
- (d) Programs for cooperative education and internship students should be critically evaluated and existing programs possibly restructured working in conjunction with interested local business, industry, and labor.

- (e) Every effort should be made to define and rationalize the perceived roles of Muskegon Community College and Muskegon Business College, as well as other post-secondary institutions offering courses in the area, in order to minimize any duplication of programs.
- (f) Courses/programs offered should put appropriate emphasis on human relations skills, working attitudes, and values so that graduates have some understanding of the individual's role and responsibility as a citizen and employee in society.

Area of Concern

There is a need to maintain the recognized quality of the two-year transfer program and improve articulation with four-year colleges.

Objectives

- The College should continue to emphasize liberal arts transfer programs and associated intellectual, humanitarian, and liberalizing values.
- The College should serve as a catalyst in making four-year programs available in the area.
- The College should continue efforts to assure comparable transferability between four-year colleges and various programs at those colleges so that credit loss due to student program changes will be kept to an absolute minimum.

Proposed Action

- (a) Particular attention should be directed to ensuring the appropriate second-year and advanced programs of sufficient depth and quality are offered.
- (b) The effects of shortened semesters and the canceling of certain smaller classes should be examined for potential negative impact on academic standards and, especially, the quality of second-year offerings. However, the availability of courses/programs will have to be governed by both demand and cost.
- (c) Regular and close contact should be maintained with four-year universities in the State to monitor which programs are of interest to Muskegon Community College graduates and to determine when there may be opportunities to offer advanced courses/programs at Muskegon Community College in conjunction with the appropriate four-year college.

Area of Concern

There is a need for improved and expanded staff development and orientation programs for administration, faculty and staff.

Objectives

- The College has a responsibility to provide for comprehensive updating and development of all employees.
- The College should continually evaluate administration and staff performance, the performance of full-time and part-time faculty, and their methods of instruction to determine where additional training and/or upgrading may be required.
- It is apparent that employees of the College often are unfamiliar with all that is going on in the College and more particularly, that members of the faculty in one department frequently are unaware of related courses being offered in another department.

Proposed Action

- (a) There should be a regular evaluation program to assess the currency of administrative and instructional methods when deficiencies are identified.
- (b) There should be an appropriate orientation program developed and made available to all new employees of the College.
- (c) There is an apparent need for the development of an in-house program to familiarize the entire College community with all the programs that are available within the College.
- (d) Administration/faculty relations and relations with clerical and custodial personnel should be reviewed constantly with steps taken to improve or facilitate these relationships when appropriate. These steps might include improved orientation and staff development programs for all groups.

Area of Concern

There is a need for greater representation of minorities and women in both the faculty and the administration and an improved Affirmative Action program with an emphasis on non-discrimination and equity in all personnel actions and instructional programs.

Objectives

- The College must place greater emphasis on recruiting qualified women and minorities for key positions.
- The College must give consideration to minorities and women, in the existing courses and programs and in planning future educational programs, to ensure their particular needs are being met.

Proposed Action

- (a) Based upon the principles of non-discrimination and equity, priorities must be given to minorities and women when recruiting.
- (b) There may be opportunities to reach more special groups through greater use of outreach programs--taking courses to students.
- (c) Perhaps more parents could consider attending College programs, if there was a day care facility available.
- (d) There must be equity and non-discrimination reflected in career and program counseling and in the College's educational offerings.

Area of Concern

There is a need to establish a research and development function.

Objectives

- The College should have an ongoing means of monitoring the effectiveness of its programs and courses, the profile and needs of its students, and the changes which are occurring in its market.
- The College should also establish a program to search out new sources of income.

Proposed Action

- (a) This function would be charged with undertaking research on student demographics, competencies, needs, etc.; new instructional procedures, techniques and systems; and future long-range planning.
- (b) This function would coordinate fund-raising activities with alumni, endowment funds, grant programs, and the community at large.

Area of Concern

There is a need for improved counseling, more sophisticated testing and assessment, better delineation of prerequisite competencies for some courses and programs, and expanded special development programs for incoming students.

Objectives

- The College should provide more and better testing and counseling for freshman to determine their abilities and interests, to enable proper directions to be given with respect to choice of program, and to provide instructors with pertinent information concerning the individual student.
- The College should improve its testing capabilities to ensure that students have the minimum qualifications necessary for success in a course and, if necessary, to require that they complete an appropriate developmental/remedial program before pursuing the course in question.
- The College must provide alternatives for students with less than entry-level competencies, in order to maintain high course standards and to assure high levels of competency by graduation.
- The College should develop and/or strengthen programs for counseling, communicating with, and providing support services for students who come to the College other than directly from high school.

Proposed Action

- (a) An expanded program of career and pre-enrollment course counseling should be established using persons, preferably, with experience both in specific career fields and academic counseling. This must be available and incoming students encouraged to use it well in advance of registration in order to avoid "last-minute" overload.
- (b) A testing and assessment program for incoming students should be established to ensure minimum competencies in basic skills such as reading, writing and mathematics. There is little point in permitting students to enroll in College courses in which they face a high probability of failure.

- (c) For those students needing assistance, appropriate developmental/remedial programs, such as the PALab should be available or we may seriously dilute the efforts and, thus, the effectiveness of both our professional staff and qualified students.

Area of Concern

There is a need for improved "linkage" between the College and area high schools.

Objectives

- The College should provide better information and a broader range of contacts/programs for area high school students, so they will appreciate more fully what opportunities exist and what will be expected of them at the college level.
- The College should serve as a catalyst for in-service programs, courses, and seminars for area high school teachers to assist them in doing a better job in the classroom and in better understanding the requirements for, and content of, college courses.
- The College should actively participate in and provide leadership for shared-time programming with high schools, especially in vocational areas.

Proposed Action

- (a) The College could develop a "package" of information for high school seniors and juniors outlining the demands and expectations made of college-level students, and recruit interested persons from the community to make presentations and answer questions in high schools.
- (b) Consideration should be given to holding a "College Day" on campus for high school seniors and juniors, to outline what is available in the way of programs and what the responsibilities of attending are. College career counseling could also be part of the program.
- (c) The College could work with area high schools to assist them in developing special programs for both the exceptional, talented students and those requiring specialized assistance.
- (d) The College could improve feedback to high school administrators and teachers as to the successes and strengths of their students and the problems encountered by their students; i.e., proportion qualifying for advanced placement or special recognition; proportion failing and in what subject areas; proportion requiring remedial work and in which subjects.
- (e) The College could coordinate professional development programs for high school teachers, acting as a resource center bringing in university personnel for graduate courses for recertification and providing opportunities for interchange between College and high school staff working in like departments.
- (f) The Industrial Manufacturing Technologies and Business Occupations Departments at the College could work with area high schools to develop common vocational programs utilizing both high school and College facilities. These could become recognized certificate courses with the potential of advanced placement in related college programs. Cooperative programming in other areas, such as foreign languages, advanced science programs, etc., should also be explored.

Area of Concern

There is an opportunity for the College to play a significantly more important role in the community in providing additional educational and training programs in the health care field.

Objective

- The College should consider the development of an Allied Health Educational Center to consolidate the several health service programs already being offered and to provide space for the initiation of an Associate Degree RN program.

Proposed Action

- (a) The proposal for the College to initiate a two-year RN Program, which eventually would replace the Hackley School of Nursing, should continue toward implementation.
- (b) Once established, the Charles H. Hackley Center could also serve as a coordinating unit for continuing allied health education, including programs for physicians, dentists, and other professional groups concerned with health care.
- (c) Consideration should be given to the possibility of establishing courses to train for specific skills leading to allied health careers for today's needs and careers of the future.
 - Physician's Assistant
 - Medical Records Programming
 - Lab Technicians
 - Unit or Ward Clerical Personnel
 - Food Supervisory Personnel
 - Health Practitioner
 - Nurse Practitioner
 - Mid-wife or Nurse Mid-wife
 - EKG Technician
 - Emergency Medical Technician
 - Medical Records Technician

Area of Concern

There is an opportunity for the further development of specialized seminars and workshops.

Objective

- The College could serve the community by developing and promoting more seminars and workshops to meet the needs of business, industry and other groups in the community: i.e., one-half, one- or two-day seminars dealing with specific, limited subjects or critical issues aimed at particular, identified groups.

Area of Concern

- (a) There should be more emphasis on identifying the need for organizing forums, workshops, and seminars to explore current issues; to provide in-service training, and/or skill upgrading for various constituencies; and to provide leadership in community education and cultural development.
- (b) Particular areas of interest which might be considered in this regard are:
 - Law Enforcement
 - EEO/Affirmative Action
 - Allied Health
 - Business/Institutional Management
 - Supervisory Techniques
 - Sales Skills
 - Economic Education

Area of Concern

There is a need to improve communications from and to all constituencies of the College.

Objectives

- The College should establish programs and/or procedures to enable the trustees, administration, faculty and staff to receive regular input from all segments of the community regarding the overall performance and future direction of the College.
- Concurrently, the College should place greater emphasis on providing the public with more information concerning specific programs and other developments of potential interest.

Proposed Action

- (a) Administration, faculty and staff should be encouraged and expected to participate in community activities.
- (b) Channels should be established for regularly communicating with local business and industry to keep informed of their needs and to advise them of developments at the College.
- (c) It is important to develop and maintain good communications with secondary school administrators and faculty to ensure that both they and the College are aware of changing priorities or directions at either level.
- (d) Good public relations are critical to any community college, and Muskegon Community College must work at it constantly utilizing the media, students, employees, alumni, and every other channel available to keep the community informed of what is happening at the College.
- (e) It is especially important to provide the public with credible, understandable financial information relative to the operation and administration of the College, so that the community can appreciate the constraints within which the College must function.

Area of Concern

There is a critical shortage of appropriate space on campus to accommodate existing and planned programs.

Objectives

- The College should consider expanding its "outreach" program and capability to enable it to provide courses where and when required by those students unable to attend classes on the main campus.
- The College should use careful planning and consider professional advice in building modification, in space utilization or in considering new construction.

Proposed Action

- (a) A partial solution to the very real space problem now shared by virtually all departments could be the greater use of "community" facilities such as auditoriums, church halls, swimming pools, etc., for those courses which lend themselves to off-campus sites.
- (b) A space utilization engineer should be hired to assess the extent of the problem being caused by overcrowding and to propose possible solutions.

Area of Concern

There will be an increasing need to operate the College in a more cost-effective manner.

Objectives

- The College must be administered as effectively and cost efficiently as possible.
- The College should ensure that proper procedures are in place to identify and prioritize its capital equipment needs and other expenditures.

Proposed Action

- (a) There is a perception within some segments of the community that the administration of the College is "top heavy". The Board of Trustees and the President should examine the existing administrative organization in light of similar institutions in the State and nation and in terms of the relationship of services provided to the College mission. They should identify any needed alterations and ensure that lines of authority and responsibility are clearly defined.
- (b) All funding sources sought; must be carefully re-examined and assessed, and new funding sources sought; facilities must be utilized optimally and energy must be conserved.
- (c) The College facilities are of an age when major replacement and/or maintenance will be an increasing problem. A long-range (three to five years) capital and maintenance plan should be developed identifying major projects necessary or anticipated, ranking them in order of priority, and scheduling when they are to be accomplished. It is critical that the College's equipment be kept current and in good operating condition.
- (d) One-year capital planning should be done in the spring so that approvals can be obtained and equipment ordered and received before the beginning of the fall term.

Area of Concern

There is a need for the College to establish a long-term financial base which will assure continuity of programs and services.

Objectives

- The College must have on-going financial support in extended increments from the community in order to plan adequately for the operation and development of programs/courses.
- The College should establish guidelines with respect to the proportion of total income to be provided by local millage and by tuition and fees.
- The College should establish a target minimum figure for liquid funds as a percent of operational obligations.

Proposed Action

- (a) At the State level, the College could work to establish closer relationships with the State legislature, State agencies and State-wide organizations, such as the Michigan Community College Association (MCCA), so they better understand the needs of the College for stabilized patterns of fiscal support.
- (b) Within the community, the College should increase efforts to relate the need for long-range planning and its relationship to long-range and stable financial commitment from the community.
- (c) Alternative sources of funding from private individuals, groups, local or external foundations, categorical grants from the State and federal government, etc., will probably not emerge as a major source of funding for the College but should be explored where they are consistent with the College's mission.
- (d) A comprehensive study might well be conducted to determine an appropriate level of funds to be contributed by student tuition and fees. The results of that study should be implemented with sensitivity to the needs of students served by the College and potential effects on the College's programs and courses.

APPENDIX A

STATEMENT OF ROLE AND PURPOSE

In order to work from a common and consistent definition of the role and purpose of Muskegon Community College, the Long-Range Planning Committee adopted the following statement early in its deliberation.

As the Long-Range Planning Committee sees it, the purpose of Muskegon Community College is to provide an appropriate range of post-secondary educational opportunities to meet the identified needs of the community served by the College. As well, it should serve as a resource center, not only for specific advanced education and training, but for seminars, exhibits, and cultural activities of more general interest to the community at large.

The goal of the College's educational programs should be to enable students to pursue and develop the capacity to function independently, take risks intelligently, and live in the environment which these risks engender.

The courses and programs offered must reflect the requirements of the various constituents of the College, such as:

- a. Students taking the first two years of a planned four-year college degree.
- b. Students wishing to take technical courses or programs to prepare for careers in business and industry.
- c. Mature students wishing to requalify and/or update themselves for entry into, or advancement in technical or semi-technical fields.
- d. Mature and senior citizen students wishing to broaden their perspective of, and to understand better, the world in which they live.

In developing programs to respond to these needs and constituencies, the College must also be sensitive to evolving trends in education and industry, providing leadership in introducing those courses which will best equip graduates to deal with the demands of a rapidly changing world.

APPENDIX B

COMMUNITY IMPACT

NEEDS ANALYSIS

**April 16, 1980
Long-Range Planning Committee
Muskegon Community College
Muskegon, Michigan**

LONG-RANGE PLANNING

The Long-Range Planning Committee of Muskegon Community College decided to gather information and opinions from a large number of individuals throughout various segments of the community served by Muskegon Community College early in its deliberation. The objective of the study was to gather and evaluate information about the impact of the College on the various target populations surveyed. The Committee conducted a telephone survey of 854 individuals and distributed over three thousand questionnaires on nine different forms to current and former students, civic leaders, community leaders, social agency directors, religious leaders, Muskegon Community College employees, business and industrial employers, area educators and those involved in health-delivery systems. The telephone survey was randomly distributed as was the survey of Muskegon Community College students. The other target populations were individuals selected by the Long-Range Planning Committee, the Board of Trustees and from the recommendations of leaders within the target populations.

OBJECTIVES OF THE SURVEY

In addition to assessing the impact of the College on various constituencies, the survey sought to identify programs, services and goals to which Muskegon Community College should give additional emphasis. A third goal was to assess community awareness of College programs, services and facilities. Evaluative comments about College programs and services were also sought. Selected respondents were asked to evaluate funding sources and make recommendations regarding these sources. A final purpose was to establish more effective communication between target populations and the College. To that end, most of the questions asked were open-ended and comments were openly sought.

CONCLUSIONS

Thousands of individual comments and suggestions were received from questionnaire respondents. These comments were summarized by grouping them into a series of descriptive sentences. Somewhat ironically, the recommendations contained in those sentences frequently contradicted each other. That suggests a broad diversity of opinions regarding the College and what its priorities should be exists within the community. The statements have not been organized in any prioritized format. They are presented as a summary of the concerns expressed by respondents to the community impact surveys. The statements are an important source of information for the Long-Range Planning Committee, but they do not constitute the recommendations of that Committee. In addition to the comments received, several multiple choice questions appeared on more than one questionnaire. These data are presented in the charts that follow the summary descriptive sentences. The "key descriptors" are words or phrases that appeared in individual comments and that tend to give added breadth or meaning to summary statements.

1. **Muskegon Community College should explore the development of additional courses and programs that lead to the development of saleable skills.** Key Descriptors: short term, vocational, business, job skills, improvement upgrading, technical, training. Specific programs that should be investigated: diesel mechanics, chemical tech-

nicians, electrical/mechanical technicians, air conditioning/refrigeration, architectural drafting, tool design technicians. Note: Many comments reflected vocational programs and training as a strength.

2. **Muskegon Community College should expand business offerings with emphasis on seminars/workshops related to local needs.** Key Descriptors: supervision, sales, skill upgrading, management, economic education. Specific areas that should be investigated: paralegals/law related, management/allied health, data processing fields (micros). Note: Many comments reflected health care, business and occupational programs as a strength.
3. **Muskegon Community College should examine its programs and courses to assure emphasis on appropriate human relations skills, working attitudes, and values.** Key Descriptors: ethics, applied psychology, communication, moral values, individual's role in an economic society.
4. **Muskegon Community College should serve as a catalyst in making four-year programs available in the area. Muskegon Community College should place additional emphasis on liberal arts transfer programs and associated intellectual, humanitarian and liberalizing values.** Articulation of courses and programs with four-year colleges must be continually emphasized as a priority. Note: Numerous complaints were received on our transfer program.
5. **Additional emphasis should be placed on assessing entering student competencies, mandating requirements to get minimum competencies before allowing students to take courses with little chance of success, having alternatives for students with minimum competencies, maintaining high course standards and assuring a high level of competency before graduation from Muskegon Community College.** Key Descriptors: reading, writing, mathematics, excellence, PALab.
6. **Muskegon Community College should place immediate additional emphasis on Allied Health Career and continuing education programs including the development of a ladder approach to nursing - LPN - ADN - RN - articulated with BSN programs.** Key Descriptors: physician's assistant, medical records programming, x-ray technicians, lab technicians, unit or ward clerical, food supervisory. Consider Charles H. Hackley Center as coordinating unit for continuing education including programs for physicians, dentists and other health professionals. Note: Numerous compliments were received on our existing LPN program.
7. **Programs of cooperative education where students find employment directly related to their field of study while still in school and internship programs or practice in their field of study should be evaluated and restructured.** Existing co-op programs were strongly criticized.
8. **Muskegon Community College should establish closer linkage with area high schools, with foci on curriculum and instructional approaches. Muskegon Community College should provide leadership in assisting K-12 districts to assure minimum competencies in their graduates.** While recruitment and admission activities have some strengths, the programs are widely criticized. Additional emphasis must be placed on providing full and complete information for potential students, area teachers and counselors, as well as parents and potential employers. Key Descriptors: pre-enrollment preparation, catalogs, alumni activities, recruiting.

9. **While the College has placed increased emphasis on public relations and community involvements, major criticisms were expressed regarding public information, community relations, program information and the image of the College.** Specifically mentioned was the College's inability to respond effectively to criticism. Key Descriptors: alumni, media, information on specific offerings, credible financial information.
10. **Muskegon Community College should focus on outreach and non-traditional means of providing course work, including additional emphasis on evening and extension classes.** Key Descriptors: decentralizing, downtown, on-sight, newspaper/media. Note: Several positive comments were received on night and extension offerings.
11. **Additional emphasis should be placed on counseling and placement.** Counseling should be conducted by those with experience in career fields and academic counseling. Key Descriptors: pre-enrollment, career, women, minorities, transfer, orientation, pre-testing.
12. **Full-time and part-time faculty and methods of instruction should be continuously scrutinized to assure continuing the highest possible quality and unbiased instruction.** Key Descriptors: evaluation, staff development, currency of methods, screening, care in assuring non-discriminatory approaches.
13. **The careful planning and development of new programs and courses is a critical concern.** Working relationships with business and industry should be strengthened. Community, state and national needs analysis should be conducted regularly; existing programs should be evaluated, strengthened, or eliminated. Programs should be more carefully coordinated with particular care to scheduling. Key Descriptors: current job market, orientation, second year important, don't spread too thin, special programs for students with special needs. Note: Many positive comments were received on breadth and currentness of existing programs, evaluation, relationship with advisory committees and industry.
14. **The College should be administered as effectively and cost efficiently as possible.** Funding sources should be re-examined, new funding sources sought, administrative costs lowered, facilities used maximally and energy conserved. The perception should be examined that there are too many administrators and that the College could be run more efficiently. Key Descriptors: duplication, class size, athletic aid, focus on capable students, set priorities, manpower utilization, accountability.
15. **Capital equipment needs, including the process, amortization and replacement, should be re-examined for placement in a high priority so that the College's equipment remains current and so that there is adequate replacement capital for aging equipment and facilities.**
16. **The effects of shortened semesters and the canceling of small classes should be examined for their potential negative impact on academic standards, quality of program and second-year offerings.** Institutional climate, including administration/faculty relations, feeling of worth for support staff, clerical and custodial personnel remains problematical. Key Descriptors: orientation, classification, administrative visibility, leadership, participation, cohesive-

ness, evaluation, less part-time, communication, cooperation/understanding. Research on student demographic data, competencies, needs, etc., follow-up data, program performance data, basic institutional research, research on teaching methods and research over a period of time as well as long-range planning are priority needs.

17. **Muskegon Community College should place additional emphasis on providing forums, workshops and seminars on controversial and timely issues, in-service training and up-grading needs of various constituencies, and on providing leadership in community education and cultural development.** Key Descriptors: law enforcement, business/management, EEO/affirmative action, allied health, special interest, short term, industrial/manufacturing. Note: There were many positive comments on community service activities and on cultural programming. Some expressed concern that we were doing too much and that overlaps existed with community schools.
18. **Concerns were expressed that depth may be lacking in second-year and advanced programs and that the liberal arts, humanities and honors programs had not received sufficient attention.** Note: Many positive comments were received about the quality of Muskegon Community College as a low-cost, comprehensive community college with excellent academic and occupational programs.
19. **Muskegon Community College should place additional emphasis on community involvement as an institution. Its staff should also be involved in community issues.** Key Descriptors: problem identification, minorities, business/industry. Note: The recent emphasis on community involvement was complimented.
20. **Additional emphasis should be considered in athletics.**
21. **Additional emphasis must be placed on hiring women and minorities, especially in key management roles.** Emphasis should also be placed on educational programs as needed for special groups including employers. Key Descriptors: child care center, outreach, equity and non-discrimination in career and program counseling.
22. **Programs for and about the elderly should be explored.** Key Descriptors: aging, gerontology, health.
23. **Muskegon Community College should actively participate in and provide leadership for shared-time vocational programming with area high schools.** Key Descriptors: certificate, vocational/technical, less than degree.
24. **Muskegon Community College should serve as a catalyst for in-service programs, courses and seminars for area high schools.** Key Descriptors: grad courses for certification, resource center, professional library, curriculum research, staff development, workshops with talented leaders, meetings between departments (high schools, MCC campus).
25. **Muskegon Community College should provide better information and a broader range of contacts/programs for area high school students.** Key Descriptors: what college is really like, minimum standards, open house, meetings/visitations, career information, student work displays, special programs for high school students (PALab, honors), counseling/goal setting.

Specially designed questionnaires were sent to individuals from nine groups of different backgrounds. The same questions were included on several of the questionnaires so that group responses could be compared. The data for eight of these questions asked of several "stakeholder" groups are presented in summary form in the table that follows:

TABLE 1

Goals to Receive Additional Emphasis

MCC SHOULD GIVE MORE EMPHASIS TO:	COMMUNITY LEADERS	EMPLOYEES	EMPLOYERS	RELIGIOUS LEADERS	SOCIAL AGENCY DIRECTORS	TOTAL YES RESPONSES
Additional educational needs.	50%	57%	34%	45%		
N	8	108	108	11		235
Increasing chances for a new job.	64%	39%	59%	42%	53%	
N	14	122	136	19	17	154
Increasing chances for a salary increase.	43%	26%	27%	0%	12%	
N	14	122	136	19	17	77
Increasing chances for a job promotion.	43%	32%	49%	16%	24%	
N	14	122	136	19	17	117
Increasing human relations skills.	43%	58%	55%	53%	59%	
N	14	122	136	19	17	172
Increasing knowledge and skills related to a job.	36%	41%	60%	16%	47%	
N	14	122	136	19	17	148
Increasing general knowledge and skills.	46%	39%	44%	47%	35%	
N	13	122	136	19	17	135
Providing personal experiences.	38%	27%	20%	32%	24%	
N	13	122	136	19	17	77

SUMMARY - ADDITIONAL EDUCATIONAL NEEDS

Six of the questionnaires had a question asking if there were additional needs that Muskegon Community College should be meeting. This question sought an evaluation of how well the College's programs were meeting educational needs as perceived by various target groups. The high percentage of community leaders, employees and religious leaders seeing additional needs to be met suggest a careful examination of the comments of these respondents for areas of new program and service development.

TABLE 2

Are there additional educational needs MCC should be meeting?

	YES	NO	N
Government Leaders	41%	59%	140
Community Leaders	50%	50%	8
Educators	37%	63%	254
MCC Employees	57%	43%	108
Employers	34%	66%	108
Religious Leaders	45%	55%	11

SUMMARY - INCREASING CHANCES FOR A NEW JOB

Five of the respondents were asked if increasing chances for a new job is a goal toward which the College should give more emphasis. A large proportion of the respondents felt that increasing chances for a new job was an important function of the College and should be continued as a high priority. The comparatively low percentage of Muskegon Community College employees that suggested additional emphasis on job skills must be examined in the light of the high percentage of community leaders, employers and social agency directors that felt this area should receive more attention. The large number of individuals who make comments regarding additional attention to job skills suggest a potential emphasis on job skill training for the College.

TABLE 3

Increasing chances for a new job is a goal to which MCC should give more emphasis.

	YES	NO	N
Community Leaders	64%	36%	14
MCC Employees	39%	61%	122
Employers	59%	41%	136
Religious Leaders	42%	58%	19
Social Agency Directors	53%	47%	17

SUMMARY - IMPROVING CHANCES FOR A SALARY INCREASE

Taken in context of the previous question, it is apparent that respondents felt additional new job skills should receive greater priority than training that would lead to a salary increase. A somewhat smaller percentage of respondents in the five groups queried suggested that improving chances for a salary increase was a goal to which Muskegon Community College should give more emphasis. While nearly one half of the employers suggested that increasing chances for a job promotion should receive more emphasis, roughly one fourth of the same group of respondents suggested increased salaries should receive more emphasis.

TABLE 4

Improving chances for a salary increase is a goal to which MCC should give more emphasis.

	YES	NO	N
Community Leaders	43%	57%	14
MCC Employees	26%	74%	122
Employers	27%	73%	136
Religious Leaders	0%	100%	19
Social Agency Directors	12%	88%	17

SUMMARY - INCREASING CHANCES FOR A JOB PROMOTION

Of the five groups that were asked about the importance of increasing chances for a job promotion, the groups with the potential for dealing with promotions, employers and community leaders, responded more positively to this goal. The apparent inconsistencies in responses to the questions relating to job skills, salary increases and job promotions require further research.

TABLE 5

Increasing chances for a job promotion is a goal to which MCC should give more emphasis.

	YES	NO	N
Community Leaders	43%	57%	14
MCC Employees	32%	68%	122
Employers	49%	51%	136
Religious Leaders	16%	84%	19
Social Agency Directors	24%	76%	17

SUMMARY - HUMAN RELATIONS SKILLS

The majority of the respondents in all categories, but community leaders, suggested that improving human relations skills should receive additional attention. Courses and programs at the College should be re-evaluated in light of the specific comments of questionnaire respondents regarding human relations skills.

TABLE 6

Improving human relations skills is a goal to which MCC should give more emphasis.

	YES	NO	N
Community Leaders	43%	57%	14
MCC Employees	58%	42%	122
Employers	55%	45%	136
Religious Leaders	53%	47%	19
Social Agency Directors	59%	41%	17

SUMMARY - IMPROVING JOB KNOWLEDGE AND SKILLS

It is apparent from the responses to this question that those employing Muskegon Community College graduates had the greatest concern about additional emphasis being placed on specific knowledge and skills relating to a job. In light of responses to other questions, job skills should be emphasized in the context of a broader education of our students.

TABLE 7

Improving job knowledge and skills related to a job is a goal to which MCC should give more emphasis.

	YES	NO	N
Community Leaders	36%	64%	14
MCC Employees	41%	59%	122
Employers	60%	40%	136
Religious Leaders	16%	84%	19
Social Agency Directors	47%	53%	17

SUMMARY - PERSONAL EXPERIENCES

The data suggests that additional emphasis upon personal experiences for Muskegon Community College students is not a high priority need. The limited involvement of current students in co-curricular activities, including intramural sports, supports these findings.

TABLE 8

Providing personal experiences is a goal to which MCC should give more emphasis.

	YES	NO	N
Community Leaders	38%	62%	13
MCC Employees	27%	73%	122
Employers	20%	80%	136
Religious Leaders	32%	68%	19
Social Agency Directors	24%	76%	17

SUMMARY - GENERAL KNOWLEDGE AND SKILLS

The percentage of respondents from all groups indicating a need to increase general knowledge and skills, suggests no increase or decrease in emphasis on such knowledge and skills.

TABLE 9

Increasing general knowledge and skills is a goal to which MCC should give more emphasis.

	YES	NO	N
Community Leaders	46%	54%	13
MCC Employees	39%	61%	122
Employers	44%	56%	136
Religious Leaders	47%	53%	19
Social Agency Directors	35%	65%	17

SUMMARY - AWARENESS OF PROGRAMS

Most government leaders, employers and religious leaders were aware of the programs the College offers at the time the questionnaires were answered.

TABLE 10

Percentage of Respondents That Were Previously Aware of These Programs

	GOVERNMENT LEADERS	N	EMPLOYERS	N	RELIGIOUS LEADERS	N
Skill Training/Upgrading Program	83%	162	85%	136	79%	19
College Transfer Courses	91%	162	90%	136	84%	19
Career and Occupational Courses	93%	162	92%	136	95%	19
General Academic Courses	95%	162	93%	136	89%	19
Community Education Service	89%	162	80%	136	84%	19
Were Not Aware of These Programs	1%	162	1%	136	0%	19

On the other hand, there was less consistency in the awareness of services at the College or in the use and evaluation of these services.

SUMMARY - AWARENESS OF SERVICES

The pattern of respondents who were aware of specific services and courses suggests several areas that should be considered for additional publicity and emphasis. Included in this group are job placement, services for aging and retired people, health services, recreational and athletic facilities, the use of Muskegon Community College staff as a resource for consultant services, the television studio and food service availability.

TABLE 11

Percentage of Respondents Aware of Services

	SOCIAL AGENCY DIRECTORS	N	HEALTH DELIVERY SERVICES	N	EMPLOYERS	N	EDUCATORS	N
Seminars & Conferences	100%	16	62%	45	94%	127	76%	301
Job Placement	47%	15			83%	130		
Meeting Room Facilities			61%	44	78%	129	66%	297
Food Services	93%	14	55%	42	62%	125	53%	295
Overbrook Theatre	93%	14	68%	44	96%	125	85%	297
MCC Staff as a Resource			48%				60%	
Recreational/Athletic Facilities	93%	14	51%	43	79%	124	53%	293
Courses for Clients	73%	15						
Courses for Employees	73%	15						
Services for Aging and Retired	50%	14						
Health Services	50%	14						
Cultural Events	100%	15						
Television Studio			33%	43			31%	300
Internship and Field Placement					44%	128		
Consultation Services					50%	127		
Other					86%	7	44%	16
TOTAL		146		261		1022		1799

SUMMARY - USE OF SERVICES

Of the groups surveyed, social agency directors have made the greatest use of services and courses of Muskegon Community College. While a good percentage of employers have used the College as a meeting place, it is apparent that most target groups could use the services available to them more frequently.

TABLE 12

**Percentage of Respondents That Have
Made Use of the Services**

	SOCIAL AGENCY DIRECTORS	N	HEALTH DELIVERY SERVICES	N	EMPLOYERS	N	EDUCATORS	N
Seminars & Conferences	94%	16	52%	42	58%	129	53%	272
Job Placement	31%	13			53%	122		
Meeting Room Facilities			24%	41	46%	115	42%	252
Food Services	67%	12	18%	40	46%	109	43%	237
Overbrook Theatre	67%	12	43%	44	61%	120	51%	279
MCC Staff as a Resource			17%				40%	
Recreational/Athletic Facilities	33%	12			14%	114	21%	246
Courses for Clients	64%	11						
Courses for Employees	54%	13						
Services for Aging and Retired	18%	11						
Health Services	50%	10						
Cultural Events	73%	15						
Television Studio			6%	33			6%	216
Internship and Field Placement					14%	99		
Consultation Services					19%	98		
Other	100%	1			22%	9	67%	12
TOTAL		126		200		915		1514

SUMMARY - SATISFACTION WITH SERVICES

Most of those who had used College services were pleased with them. Job Placement, athletic facilities, services for aging and retired people, the television studio, internships and field placement and consultation services should be evaluated in light of respondents comments.

TABLE 13

Percentage of Respondents That are Satisfied
With Their Use of the Services

	SOCIAL AGENCY DIRECTORS	N	HEALTH DELIVERY SERVICES	N	EMPLOYERS	N	EDUCATORS	N
Seminars and Conferences	100%	15	96%	23	100%	71	89%	158
Job Placement	57%	7			69%	65		
Meeting Room Facilities			91%	11	91%	58	82%	126
Food Services	100%	6			81%	59	80%	123
Overbrook Theatre	80%	10	95%	19	94%	70	93%	144
MCC Staff as a Resource			87%				80%	
Recreational/Athletic Facilities	80%	5			54%	24	59%	79
Courses for Clients	86%	7						
Courses for Employees	78%	9						
Services for Aging and Retired	50%	4						
Health Services	71%	7						
Cultural Events	100%	11						
Television Studio			20%	5			30%	43
Internship and Field Placement					46%	26		
Consultation Services					57%	28		
Other					100%	2	100%	7
TOTAL		81		58		403		680

SUMMARY - COLLEGE FUNDING

The College's funds come primarily from three sources: State funds, local millage, and student tuition and fees. The largest portion of the funds are provided by the State. Local millage and student tuition combined make up approximately one half of the College's income. Government leaders and employers were asked to rank several sources for funds for their importance in providing income for the College. Their responses, summarized below, indicate no significant changes from present College funding sources; however, some additional emphasis should be placed on student tuition and fees. Federal funds, private donations and gifts should also receive additional attention.

TABLE 14

GOVERNMENT LEADERS	IMPORTANCE OF FUND SOURCE						
	Most					Least	
	1	2	3	4	5	6	N
State Funds	72%	11%	6%	3%	5%	3%	150
Local Millage	10%	39%	24%	13%	5%	9%	147
Student Tuition/Fees	11%	23%	38%	17%	3%	7%	149
Federal Funds	8%	16%	13%	24%	7%	31%	147
Private Donations	7%	6%	9%	17%	36%	25%	143
Donations/Gifts	5%	8%	8%	21%	34%	25%	143

EMPLOYERS	IMPORTANCE OF FUND SOURCE						
	Most					Least	
	1	2	3	4	5	6	N
State Funds	73%	11%	6%	4%	5%	2%	106
Local Millage	14%	39%	21%	11%	5%	10%	106
Student Tuition/Fees	13%	25%	43%	12%	5%	2%	106
Federal Funds	6%	14%	10%	32%	7%	31%	102
Private Donations	6%	5%	7%	16%	27%	39%	102
Donations/Gifts	5%	4%	9%	22%	46%	15%	101

STUDY METHODOLOGY

Nine "stakeholder" groups were identified as potential respondents to assess the College's impact on the community and to provide information for future planning. These were: civic leaders, community leaders, educators, MCC employees, employers, health delivery services, MCC students, social agency directors and religious leaders. The original questionnaires were based on a community impact study conducted at Kalamazoo Valley Community College and supported by the National Center for Higher Education Management Systems (NCHEMS). The questionnaires were modified with input from the Long-Range Planning Committee, college staff and the Board of Trustees to more closely fit a needs assessment at Muskegon Community College. Each of the questionnaires was piloted with representatives of the target stakeholder group.

While specific methodology used for each target population differed, several procedures were employed across all of the populations. First, each target population received a mailed questionnaire accompanied by a cover letter and a postage-paid return envelope. Some respondents received a second copy of the questionnaire and return envelopes. The second questionnaire was mailed approximately two weeks following the first.

Telephone survey: A survey instrument of eleven items including demographic information was developed for use by trained telephone operators along with a sample "script" to encourage uniform and reliable data gathering. A total of 854 surveys were conducted on September 17, 18 and 19, 1979, with the time of contact distributed as follows:

Time	Days	Number of Hours
9 a.m. to 12 noon	Sept. 17	2
2 p.m. to 5 p.m.	Sept. 17, 18, 19	9
6 p.m. to 9 p.m.	Sept. 17, 18, 19	9
	TOTAL	20

Residents were selected for contact at random from the Muskegon County telephone directory with an additional sample from the Grand Haven directory.

The demographic characteristics of all respondents are set forth in the following table.

TABLE 15

RESPONDENT CHARACTERISTICS

	GOVERNMENT LEADERS	COMMUNITY LEADERS	EDUCATORS	MCC EMPLOYEES	EMPLOYERS	HEALTH	MCC STUDENTS	SOCIAL AGENCY DIRECTORS	TELEPHONE
SEX:									
Male	74%	83%	76%	55%	88%	70%	47%	63%	30%
Female	25%	17%	24%	45%	12%	30%	53%	38%	70%
AGE:									
18-24			2%				42%		17%
25-34			25%				30%		25%
35-49			46%				16%		21%
50-62			27%				7%		19%
63+			0%				5%		17%
Full-Time				94%			56%		
Part-Time				6%			44%		
MARITAL STATUS:									
Single							51%		76%
Married							49%		24%
RACE:									
American Indian									1%
Asian									1%
Black									6%
Hispanic									1%
White									93%